

# Literacy Links

Volume IV, Issue 4

November 2003

## Special points of interest:

- Deadline for English I curriculum project application  
November 17
- Deadline for SC Reading First subgrants  
December 1
- ELA Standards Best Practice Seminar Series  
Heidi Hayes Jacobs  
December 1 and 2
- SC Literacy Conference  
Charleston  
December 15, 16

For information about these programs, please refer to the September issue of *Literacy Links* or check for updates in this issue. Past issues of *Literacy Links* can be found on the State Department's web page at [www.myschools.com](http://www.myschools.com).

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## Framing Best Practice: English 1 Curriculum and Instruction

In 2002, the State Board of Education approved revised English language arts curriculum standards for grades K-12. In support of these standards, the English Language Arts Team has committed to developing a number of resources and offering ongoing professional development. For example, during 2002-03, we aired an instructional television series, *Standards Snippets*, and presented professional development on the effective implementation of the standards to district leadership teams. During 2003-04, we have distributed an elaboration of the writing standards, are continuing our work with the district leadership teams, and sponsoring a best practice seminar series starting in December 2003. The series will feature noted researchers and authors Heidi Hayes Jacobs, Michael Opitz, Frank Seraphini, and Georgia Heard.

In addition to these activities, we plan to develop a curriculum and instruction resource to support the English I curriculum standards. As high schools prepare for the first administration of the English I End-of-Course Evaluation Program (EOCEP) and the High School Assessment Program (HSAP), districts have requested assistance with both their English I and 2 curricula. Given our limited resources, we have decided to begin with English I. This year we will develop a resource—*Framing Best Practice: English I Curriculum and Instruction*—and pilot it in a number of schools across the state. This resource will feature thematic frames that utilize best practices in the teaching of adolescent readers and writers in a wide variety of young adult literature, as well as the English I literature series in use across the state. Dr. Janet Allen, noted researcher, author, and consultant, is collaborating with us on this project. She will assist with the resource development and provide professional development to support the

document both this year and next.

As we develop this curriculum resource, we would like input from teachers presently teaching English I at either the middle or high school levels. Selected teachers will be asked to participate in five all-day professional development sessions from January-April and try out strategies from the thematic frames in their classrooms. With feedback from the pilot schools, the ELA team will finalize the document in May in preparation for dissemination in August 2004.

Your cooperation is needed in nominating a high school or a high school and its feeder middle school from your district to participate in this project. As you will note on the accompanying information, the pilot is limited to six districts. Each interested district should select a team of three teachers, either three from the high school or two from the high school and one from the middle school, to participate. The school will have to cover the cost of substitutes and travel for the five days. The SDE will cover the cost of the materials and training to support the implementation of the thematic frames and the strategies they employ. Detailed guidelines and an application to participate are attached. The application deadline is November 17, 2003. Pilot schools will be announced by December 1, 2003.

We are excited about the opportunity to produce a curriculum and instruction resource that can positively impact the English I instruction program and hope that you will join us in our efforts. If you have questions about this information, please contact Allison Norwood at 803-734-2469 or [anorwood@sde.state.sc.us](mailto:anorwood@sde.state.sc.us) or Suzette Lee at 803-734-6103 or [slee@sde.state.sc.us](mailto:slee@sde.state.sc.us). Thanks for your continued efforts to improve English language arts instruction in the state.

## SC Reading First Subgrants Due December 1

SC Reading First subgrant applications are due to the attention of Pam Wills, SC Reading First Coordinator, South Carolina Department of Education, 1429 Senate Street, Room 802-B, Columbia, SC 29201 on Monday, December 1, 2003.

Applications must be received in the SDE's Office of Curriculum and Standards by 5:00 P.M. Facsimile or electronic copies will not be accepted or considered.

districts will receive support in using scientifically based reading research (SBRR) in classrooms to ensure that all children learn to read well by the end of third grade.

Through SC Reading First, school

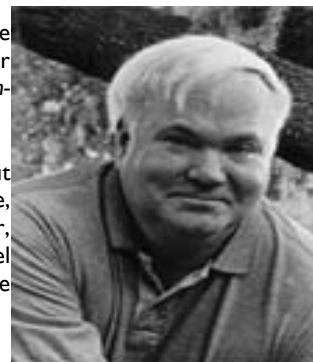
## SCCTE 2004 Conference January 30, 31 in Greenville

The South Carolina Council of Teachers of English 2004 Conference on January 30-31, 2004, at the Embassy Suites in Greenville promises to be the best ever. This year's conference theme is "Bringing the Arts into the Language Arts: Enhancing Literacy and Language Arts Instruction through the Visual and Performing Arts, Media, and Film."

The conference guarantees an outstanding list of featured guests, including such internationally known speakers and artists as author Pat Conroy, education theorist Eliot Eisner, and academy award-nominated filmmaker Ross Spears. Preconference workshop presenters will be media literacy expert David Con-

sidine, Caldecott and Kate Greenaway Award Winner Gail Haley, and *Image Grammar* author Harry Noden.

For more information about SCCTE and the conference, including a printable flyer, registration form, and hotel reservation details, visit the website at [www.sccte.org](http://www.sccte.org).



## State Superintendent Addresses Importance of Writing

In a recent letter to district superintendents, State Superintendent Inez Tenenbaum stressed the importance of writing for all students. The letter says "learning to write well teaches students to organize their thoughts and to communicate them clearly."

Superintendent Tenenbaum continued by saying "by utilizing writing in our daily interaction with students, we can open doors of opportunity for our children as they exercise their minds and begin to

tackle the complex skills of synthesizing and communicating information.

The National Commission of Writing has called for support from all levels of government to strengthen writing instruction in K-12 education. To this end, the South Carolina Department of Education is committed to promoting writing instruction on our schools, and we wholeheartedly endorse the College Board's decision to add a writing component to the new SAT. The new writing section

of the SAT is correlated to national writing standards and will give students and teachers a way to assess effectively their strengths and weaknesses in this important skill."

Superintendent Tenenbaum also thanked teachers for what they continue to do to help "our students become effective writers and thinkers."

## National Middle School Association Webcasts

NMSA Webcasts are integrated online learning programs that are a convenient and economical way to get the professional development you need. All you need to participate is a computer and a telephone line. Gather your colleagues around a computer and get ready for a fun learning experience that spreads the modest cost over a number of educators.

Registration for an NMSA Webcast entitles you to

- Participation in an interactive teaching and learning session over your phone line and computer (one phone and Internet connection per registration);
- Pre-session materials and outline to help you maximize your learning;
- Participation in polling questions during the Webcast;
- Opportunity to post questions online;
- Chance to learn with other educators around the world;
- Personal copy of the complete slide presentation to assist your review and application of learning.

All webcasts begin at 4:00 P.M. Call 1-800-528-NMSA (6672) for more information. For registration information, go to <http://>

[www.nmsa.org/development/onlinecourse.htm](http://www.nmsa.org/development/onlinecourse.htm).

Dr. Janet Allen, author of *It's Never Too Late*; *Words, Words, Words*; and *Yellow Brick Roads*, is one of the featured presenters. Her webcasts will be broadcast on the following dates:

### December 9, 2003

*Reading and Writing with Purpose: Building Solid Foundations for Literacy Across Content Areas*

This webcast addresses critical components for creating comprehensive literacy classrooms in middle school: creating literate environments; fostering student motivation to learn; choosing appropriate resources; designing purposeful and engaging curriculum; and differentiating instruction.

### February 24, 2004

*Overcoming Barriers to Content Literacy: Scaffolding*

Build on the foundations of content literacy with strategies that focus on critical areas for content literacy support: specialized content vocabulary; developing background knowledge for concepts; negotiating expository texts; and extending and transferring content knowledge.

# Shared Reading Makes Better Readers

Shared reading is a strategy that is often overlooked, especially at the middle and high school levels. Reading expert Dr. Janet Allen encourages shared reading with all students and gives great tips to help you utilize this strategy in your classroom.

The following excerpt is from Dr. Allen's article "Shared Reading: Listening Leads to Fluency and Understanding." The full article, which includes tips and recommended reading for shared reading, has been published on the Education World website at [http://www.educationworld.com/a\\_curr/profdev/profdev083.shtml](http://www.educationworld.com/a_curr/profdev/profdev083.shtml).

When Janet Allen entered the teaching profession, she was shocked by her students' lack of enthusiasm for reading. In desperation, she turned to pearls of wisdom from her mother and created an approach to teaching reading that worked for her middle and high school students. Later she discovered that her method had a name—"shared reading"—and research to back it up. Now hers is just one of the voices promoting this strategy that produces engaged learners and better readers

through read-aloud experiences.

"I decided early in my life that I would be an English teacher and thought I would have students who loved reading as I did," explains Dr. Janet Allen, an author and expert on the teaching of reading. "Yet, when I started teaching, I found I was countering hundreds of students who couldn't or wouldn't read. I was stunned by that. Reading had played such an important role in my life; I couldn't imagine not wanting to read."

Then Allen remembered a bit of her mother's wisdom. "My mother said that the only babysitter she could hire for me was one who was willing to read to me all day because it made me act better," she said, adding, "These were tough classes and acting better was certainly a goal, so I started finding multiple copies of books, short stories, poetry, and newspaper articles and began reading to them, inviting them to follow along as I read."

Many of Allen's students had missed out on the "lap-reading" experience of childhood—several years of someone reading

to them every day. Shared reading seemed to fill this gap. It also provided the opportunity to see and hear words in a context that is both meaningful and memorable.



"The approach changes attitudes toward reading," observed Allen. "For many students who have struggled in school, reading has come to represent failure, risk, embarrassment and struggle. Shared reading is a place where everyone can find success and those walls begin to crumble. Success breeds success and these shared experiences set students up to want to read something else."

## ELA Standards Best Practice Seminars and Support Documents

### Standards Best Practice Seminars

The English Language Arts Team in the Office of Curriculum and Standards is offering a series of best practice seminars for school districts.

A registration form for this session is attached at the end of this newsletter. If you have any questions about the seminars, please contact Cathy Jones at 803-734-0790 or [cjones@sde.state.sc.us](mailto:cjones@sde.state.sc.us).

more specificity to the writing strand of the ELA standards. This document may be downloaded from ELA link on SDE's website, [www.myschools.com](http://www.myschools.com).

Heidi Hayes Jacobs will kick off this series on December 1 and 2, with a presentation on active literacy and curriculum mapping.

### Writing Strand Support Document

In addition to these seminars, a support document has been created to provide

Date	Presenter	Grade Bands	Location
December 1, 2003	Heidi Hayes Jacobs	PreK-Grade 5	Columbia Conference Center
December 2, 2003	Heidi Hayes Jacobs	Grade 6-English 4	Columbia Conference Center
February 11, 2004	Michael Opitz	PreK-Grade 5	TBA
March 11, 2004	Frank Serafini	PreK-Grade 5	Columbia Conference Center
March 12, 2004	Frank Serafini	Grade 6-English 4	Columbia Conference Center
April 27, 2004	Georgia Heard	PreK-Grade 5	Columbia Conference Center
April 28, 2004	Georgia Heard	Grade 6-English 4	Columbia Conference Center

## SC Literacy Conference In Charleston

The South Carolina Reading Recovery network, South Carolina Reading Initiative (SCRI), South Carolina Reading Excellence Act Demonstration Sites (SC READS), South Carolina Reading First, and Writing Improvement Network (WIN), will celebrate a culture of literacy at the second annual South Carolina Literacy Conference in Charleston. The conference will be held at the Charleston Place Hotel in Charleston, South Carolina, December 15-16, 2003. Conference participants will include Reading Recovery teachers and teacher leaders, SCRI and SC READS literacy coaches, administrators, and classroom teachers.

This year's conference features outstanding presenters. Kathy Short and Kathy and Randy Bomer will provide the keynote addresses at the general sessions. Linda Dorn will provide professional development for literacy coaches and Reading Recovery teacher leaders. Other concurrent sessions will be led by a wide variety of noted authors, teachers, and researchers.

The conference begins on Monday, December 15, at 8:00 A.M.

with a continental breakfast and exhibits. The general session follows, with three concurrent sessions and lunch. Monday's session adjourns at 4:00 P.M. Tuesday offers two concurrent sessions, a general session, a box lunch, and adjourns at 2:00 P.M.

The registration fee for the conference prior to November 1, 2003, is \$175. After November 1, the registration fee is \$200. For hotel reservations, contact Charleston Place at 843-722-4900 or 1-800-831-3490.

On behalf of the conference sponsors, the Governor's Institute of Reading at the South Carolina Department of Education, South Carolina Reading Recovery Advisory Council, Reading Recovery Regional Training Center at Clemson University, and Writing Improvement Network, you are invited to register for and attend this exciting conference.

The brochure for this conference and the registration form is attached to this newsletter.

## Resources for ELA Teachers Are Available via NCTE and ETV

With the help of the National Council of Teachers of English and South Carolina Educational Television, teachers have a wealth of resources at their fingertips.

### NCTE

NCTE Reading Initiative  
[www.nct.org/profdev/onsite/readinit](http://www.nct.org/profdev/onsite/readinit)  
 NCTE/IRA language arts lesson plans  
[www.readwritethink.org](http://www.readwritethink.org)  
 Writing ELA lesson plans  
[www.readwritethink.ncte.org/mpauthors](http://www.readwritethink.ncte.org/mpauthors)  
 NCTE's complimentary e-newsletter  
[www.ncte.org/about/over/inbox](http://www.ncte.org/about/over/inbox)  
 Resources on key literacy issues  
[www.nct.org/elem/topics](http://www.nct.org/elem/topics)

### SCETV

Media educator Frank Baker has taped a one-hour video segment which schools and districts may tape and use with teachers and administrators to strengthen their understanding of the viewing topic of the communication strand in the SC ELA Cur-

riculum Standards 2002. This powerpoint presentation may be accessed at [www.med.sc.edu/meialit/scetv.htm](http://www.med.sc.edu/meialit/scetv.htm).

Cathy Jones has also taped a half hour segment which updates teachers and administrators who are not part of a District Leadership Team (DLT) or who were unable to attend the fall sessions on information concerning the professional development opportunities and support materials for the English language arts standards.

Both segments will air back to back on November 5 and again on November 12 on digital channel 326 from 9 A.M. to 11 A.M.

SCETV will also rebroadcast the Standards Snippets program on November 10. The program will be block fed on digital channel 326 from 9:00 A.M. to 2:14 P.M.

*“Those who  
 don’t read have  
 no advantage  
 over those who  
 can’t.”*

*Mark Twain*

## Curriculum Calibration Invitation

Curriculum Calibration is a method for measuring the degree of alignment of classroom assignments with grade-level state standards. During the past year, the State Department of Education (SDE) funded calibrations for 362 schools (K-8). Each school received a detailed report on the percentage of assignments aligned to grade-

level standards, the breadth of coverage of the various content strands, and the source and type of assignments used in the classrooms. On October 18, 2003, the SDE opened the registration for Curriculum Calibration to 400 schools (grades 1-8 and selected high school courses in

core subject areas) on a voluntary basis. Until now, participation was limited to schools that had not previously received an SDE-sponsored calibration. Registration will remain open until 400 schools are registered.

To find out more information about this process and to regis-

ter, go to <http://www.myschools.com/offices/csos/on-lineREGISTRATION.cfm>.

If you have any questions, contact Dr. Andrea Keim at [akeim@sde.state.sc.us](mailto:akeim@sde.state.sc.us) or Dr. Pat Mohr at [pmohr@sde.state.sc.us](mailto:pmohr@sde.state.sc.us).

## HSAP and English 1 EOCEP Information

As many of you know, two new tests will be administered to high school students this school year. With this in mind, here's a brief update from the Office of Assessment that might answer some of your questions.

### **The High School Assessment Program (HSAP)**

The South Carolina High School Assessment Program will be administered for the first time as an operational program in spring 2004. All public school students in the second spring after their initial enrollment in ninth grade are required to take the HSAP tests. Passing both the ELA and mathematics HSAP tests meets the exit examination requirement beginning with the graduation class of 2006.

In order to provide adequate notification to future examinees, the State Department of Education (SDE) has published the HSAP Student Brochure, which provides important information about the HSAP test. The HSAP Student Brochure provides facts about the program, describes the content on which the students will be tested, offers details about the kinds of test item that will be administered, and presents guidelines to help students perform well on the tests.

Each seventh grade student and the parents of each student who will be taking the test this year should have been distributed a copy of the brochure via the school test

coordinator.

The brochure is available as a pdf file on the HSAP page on the SDE website at <http://www.myschools.com/offices/assessment/Programs/HSAP/brochure091703.pdf>.

If you have any specific questions about the HSAP Student Brochure or about the HSAP program in general, please call the toll free HSAP help line at 888-321-5088.

The blueprint for the test will not be posted until after all test forms have been developed for the spring administration. However, teachers are encouraged to focus their instruction on an integration of the standards rather than on the percentages of standards being addressed on the test.

The Office of Assessment is in the process of developing a high school version of NCS Mentor for South Carolina. Delivery of this free software package is scheduled for all South Carolina public schools in August 2004.

### **English I End-of-Course Evaluation Program (EOCEP)**

The English I end-of-course test will be given at the end of the first semester (December 2003) and again at the end of the second semester (May 2004). Although these tests do not "count" this year, teachers will receive class roster

reports so that they can determine adjustments to be made to their instructional plans.

### **Assessment Overview**

Members of the Office of Assessment presented a live Assessment Overview at SCETV on August 4, 2003. The program, featuring Dr. Teri Siskind, Judy Shillinglaw, Sameano Porchea, and Ellen James, aired August 4, 2003. This program aired again Tuesday, October 7, 2003, at 11:45 A.M. Schools can receive a copy of this tape for a \$10 dubbing fee. If you are interested in this tape, contact Karen Henry at SCETV via e-mail at [henry@scetv.org](mailto:henry@scetv.org).

Another resource that should prove helpful are the HSAP and English I EOCEP powerpoint presentations developed by Ellen James in the Office of Assessment. Ellen conducted two one-hour sessions at the WIN conference in October: one session on HSAP and one on the English I EOCEP. These sessions, including the powerpoint presentation, answer almost any question you could have about either of these tests. It is suggested that you print these presentations and study them so that you will become more familiar with these tests.

To access the presentations, go to [www.myschools.com](http://www.myschools.com), click on Assessment and then Presentations.

## Time To Develop Academic Plans for Students

All schools are required to develop Academic Plans for Students (APSs) for science and social studies for the 2003-2004 school year, as well as for language arts and mathematics.

### **2003-04**

Schools will proceed with developing language arts and mathematics APSs immediately as outlined in the "Guidelines for Academic Plans" (GAPS), authorized by the Education Accountability Act of 1998. We recommend that you use preliminary PACT below basic rosters and students' grades from last year to develop science and social studies APSs.

Schools must begin to develop APSs and provide general academic assistance to students scoring below basic in science and/or social studies immediately and no later than 30 days after the receipt of test scores.

Schools should continue to review all PACT results and make

the indicated curriculum revisions to address areas of weakness in all subject areas. Curriculum leaders will want to take extra care in circumstances where PACT scores and earned grades do not reflect similar levels of ability.

Schools and districts will follow all provisions of GAPS in end-of-year reviews and end-of-summer school reviews. Districts may require more stringent promotion and retention policies with the approval of the local boards.

### **2004-05**

All students scoring below basic on any subject area of PACT must have an APS. Additionally, districts will set guidelines based on classroom achievement and teacher judgment to identify students in need of an APS who were either not tested in a particular subject areas or who scored at the basic level on the PACT yet still need extra help to maintain performance levels



## Changes in Master's Plus 30 Requirements

The following is a memo from Jim Turner, the Director of the Office of Teacher Certification, to district personnel administrators.

As you know, the State Board of Education adopted new regulations over a year ago that required all coursework for the bachelor's plus 18 and master's plus 30 certificates to be completed within a seven year timeframe. To ease the burden on individuals who will be adversely affected by this regulation change, we have delayed the implementation until September 1, 2003, and then again until January 1, 2004.

It has become apparent that the implementation of this regulation change is creating considerable hardship for numerous individuals who have been pursuing these certificate upgrades but who will be unable to complete all coursework by January 1, 2004. When applying the seven year time-

frame to these individuals, significant coursework will be lost. The financial burden in taking additional courses to replace those that no longer apply will be considerable.

Therefore, we have revisited the implementation procedures for the regulation change. We have decided to allow all educators who had been issued a formal evaluation by the Office of Teacher Certification for bachelor's plus 18 or master's plus 30 prior to September 1, 2003 (the original date the regulation change was to have been implemented), to complete requirements under that previous evaluation. In other words, the seven year timeframe will not apply to them. The regulation change will apply to all persons who request a formal evaluation for the first time after September 1, 2003. We believe this application of the regulation change will be more equitable without compro-

missing the intent of the new requirements.

We will be explaining this new interpretation on our website at [www.scteacher.org](http://www.scteacher.org) and on any worksheets for these credential classifications sent out by our office. We also plan to communicate the change in EdBlast.

Please advise your educators that if they have received an evaluation under the new seven year timeframe, and they had previously received an evaluation prior to September 1, 2003, they will be allowed to complete the previous evaluation without penalty. If any educator qualified for and was denied an upgrade of their certificate this fall because of the regulation requiring the seven year timeframe, those persons should contact our office immediately. We will give priority to a review of those situations.

## Letters About Literature Writing Contest Open

Do teachers in your school like to have students do meaningful writing? Do they like students to write about what they have read?

If the answer to this question is yes, then please let your teachers know about the Letters About Literature contest. The Library of Congress Center for the Book and the Weekly Reader Corporation sponsors this national contest along with state centers for the book. In South Carolina, this is the Palmetto Book Alliance.

Students write a letter to an author about how a specific book inspired them and the way it affected them. Two national winners will be selected at each competition level. National winners

will receive a paid trip to the fall 2004 National Book Festival for the student, two parents/guardians, and one teacher, as well as a \$500 Target GiftCard.

There are three levels of competition: grades 4-6, grades 7-8, and grades 9-12. At the state level, the top essayist in each competition level will receive a cash award and a \$50 Target GiftCard. The Palmetto Book Alliance will also award cash prizes to first, second, and third place winners at each level.

The contest deadline is December 6, 2003. Lesson plans and sample letters, as well as the complete guidelines, are available at <http://www.loc.gov/lett>.

## Media Literacy News

### Site of the Week

Alliance for a Media Literate America member Frank Baker's Media Literacy Clearinghouse web site was selected by School Library Journal as a Site of the Week on September 9, 2003.

"With an increasing number of teachers and education experts recommending courses in media literacy for students, this site, developed by educational

consultant Frank Baker, contains a wealth of ideas for educators who want their students to become media-savvy."

### Interactive International Media Literacy Forum

To mark the 50th anniversary of the National Telemedia Council, media educators from around the world will participate in an international media literacy forum via videoconferencing on November 7. The

host site, University of Wisconsin-Madison, home of NTC, will connect media educators in Seattle, New York, Toronto, and London. Alliance for a Media Literate board member Marilyn Cohen is the host in Seattle; Board member Frank Baker and past board member David Considine will participate from Madison.

The format for the day long event follows the outline of the

new NTC text: *Visions/Revisions: Moving Forward With Media Education*.

If you are interested in participating, you can attend in person for a nominal fee or view the event LIVE via Internet "streaming." Additional details, including a list of participants, and how to register, can be found at <http://www.nationaltelemediacouncil.org>.

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*Literacy Links* is a publication of the English Language Arts Team of the South Carolina State Department of Education. It is published once a month and is electronically distributed to districts and schools across the state. Any attachments to this publication will be on the pages following this page.



*Literacy Links volume IV*

The Office of Curriculum and Standards provides statewide leadership and services to schools and districts to ensure the implementation of grade-level standards-based instruction for all students.

We accomplish this by:

- developing and revising academic standards and expanding support materials;
- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction

## South Carolina Education Related Events and Conferences 2003-2004

(as of August 8, 2003)

### NOVEMBER

- 3 Reading First Technical Awareness Session, TBA, Columbia
- 6 Economics of Water & the Environment Workshop, TBA, Columbia
- 9-11 SCASA Assistant Principals' Fall Conference, Hyatt Regency, Greenville
- 12-14 SC Science Council, Charleston Convention Center, Charleston
- 21-23 SC Association of Health/PE/ Recreation /Dance, Myrtle Beach Convention Center

- nel, & Allied Administrators' Winter Conference, Embassy Suites, Columbia
- 30-31 SC Council for the Teachers of English Conference, Embassy Suites, Greenville

### FEBRUARY

- 5-8 SC Music Educators In-Service Conference, TBA, Charleston
- 19-21 SC International Reading Association Conference, Convention Center, Myrtle Beach
- 20-21 SC Foreign Language Teachers Association Conference, Sheraton, Columbia
- 28-3/1 Environment and the Economy Institute, Charleston Harbor Resort, Charleston

### DECEMBER

- 2-4 Gifted Education State Conference, Hyatt Regency, Greenville
- 15-16 SC Literacy Conference, Charleston Place, Charleston

### MARCH

### JANUARY

- 9-11 SC Alliance of Black School Educators, Kingston Plantation, Myrtle Beach
- 14-16 SCASA Elementary Principals Winter Conference, Sheraton, Columbia
- 21-23 SCASA Superintendents, Person-

- 5-7 SC Middle School Association Annual Conference, Convention Center, Myrtle Beach
- 19 Social Studies Coordinator's Meeting, TBA, Columbia
- 26 Upstate Schools Consortium Leadership Series, Furman University, Greenville

**Framing Best Practice: English I Curriculum and Instruction**  
**English I Standards Implementation Resource Guidelines**

**English Language Arts Team**  
**Office of Curriculum and Standards**  
**State Department of Education**

- The SDE invites high schools and their feeder middle schools of varying size and demographics to apply to participate in a pilot project during 2003–04.
- The purpose of the project is to develop a resource for teachers to use in the effective implementation of the English I standards. The resource will consist of modules that focus on best practices in the teaching of strategic readers and writers using quality young adult literature and the English I literature textbooks currently in use in South Carolina.
- Interested schools should select a team of three teachers who are presently teaching English I at the high school level. The team should be made up of two high school teachers and one teacher from a feeder middle school.
- Each team must commit to attend five day-long professional development sessions in Columbia, offer feedback, and try out the modules in their classrooms between sessions. The sessions are scheduled for January 20, February 17, March 2, March 29, and April 27. Times and locations will be announced once the schools and participants are selected.
- Participating teachers should be willing to commit to ongoing professional development both this year and next; to embrace change and take risks in trying out new instructional strategies; to use young adult literature in their classrooms; and to coach other teachers in the use of the curriculum.
- Participating schools must agree to cover the cost of the teachers' substitutes and travel for each of these five sessions. The SDE will cover the cost of professional development, including space, food, materials, and presenter. The SDE will also furnish the participating teachers with young adult literature to use in their classrooms as they try out best practice.
- Ideally, participating schools will be teaching English I everyday during two blocks of instructional time of approximately 90 minutes.
- Interested schools should complete an application and submit it Allison Norwood, State Department of Education, 1429 Senate Street, Room 901-B, Columbia, SC 29201, no later than November 17, 2003.



## 2002–03 English 1 Pilot Project Application

### *Framing Best Practice: English 1 Curriculum and Instruction*

**Instructions:** Each district may submit only one application. Complete this application and return it to Allison Norwood, State Department of Education, 1429 Senate Street, Room 901-B, Columbia, SC 29201, by November 17, 2003.

**Section 1:** *This section is to be completed by the district English Language Arts Coordinator.*

<b>District</b>	
<b>ELA Coordinator</b>	
<b>Address</b>	
<b>Phone</b>	
<b>Fax</b>	
<b>E-mail Address</b>	

1. Why are you nominating this team to participate in this pilot project?
2. Would you be interested in working on this project? Why or why not?
3. Has your district developed any resource documents to support the implementation of the revised English language arts curriculum standards? Please explain. If not, what plans do you have for developing support documents?

**Section 2:** *This section should be completed by the principal.*

<b>District</b>	
<b>School</b>	
<b>Address</b>	
<b>Principal</b>	
<b>Phone</b>	
<b>Fax</b>	
<b>E-mail Address</b>	

1. We are looking for a cross-representation of schools to participate in this pilot project. Briefly describe your school's demographics.
2. Write a short characterization of your current English 1 program, including the most recent data about student performance, and a description of your English 1 teaching staff.
3. Why would you like for your school to participate in this project?
4. How would you support the teachers in implementing this project? Include a statement of support for your teachers in trying out new strategies and materials, as well as a pledge of financial support for the costs associated with the professional development.
5. What professional development have you provided to your English teachers during the past year?

**Section 3:** *This section is to be completed by the three teachers who are applying to participate. Each teacher should complete a separate form.*

<b>Name</b>	
<b>School</b>	
<b>Phone</b>	
<b>E-mail Address</b>	

1. Describe your current teaching assignment. Emphasis should be given to the number of English 1 classes that you are teaching and a description of those classes, including descriptive data on your students.
2. Briefly describe your educational background and experience and their applicability to your teaching English 1. Be sure to include your most recent professional development experiences. You may attach a vita or resume if you like.
3. Why would you like to participate in this project? What impact do you think it can have on your teaching?
4. What professional book has made the biggest difference in your teaching? Why? What adult book have you read this year? What was your response to it?
5. What best practices in teaching English language arts are you presently using in your classroom?

# Registration Form

## English Language Arts Curriculum Standards Best Practice Seminars

### **Seminar I: *Curriculum Mapping and Active Literacy with Dr. Heidi Hayes Jacobs***

**Instructions:** Each district may send three people to each session. A waiting list will be started if fall slots are not filled. The registration deadline is November 21, 2003. To register for this seminar, please complete this form and mail it and a **check made payable to SCIRA for \$50.00** to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. Payment is due with registration. No purchase orders will be accepted. Participation will be on a first-come with check, first-served basis. A confirmation e-mail will be sent to registrants with directions and details for the seminar. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at [jredman@comporium.net](mailto:jredman@comporium.net).** If you have any questions concerning the seminar, contact Cathy Jones at 803-734-0790 or [cjones@sde.state.sc.us](mailto:cjones@sde.state.sc.us).

#### **Check one.**

- ☐ December 1, 2003– Pre-kindergarten through Grade 5
- ☐ December 2, 2003 – Grade 6 through English 4

#### **Please provide the following information.**

Name\_\_\_\_\_

Position\_\_\_\_\_Grade\_\_\_\_\_

District\_\_\_\_\_

School\_\_\_\_\_

Mailing Address\_\_\_\_\_

Telephone (\_\_\_\_\_)\_\_\_\_\_ Fax (\_\_\_\_\_)\_\_\_\_\_

E-mail\_\_\_\_\_

Home Address\_\_\_\_\_

Telephone (\_\_\_\_\_)\_\_\_\_\_ Fax (\_\_\_\_\_)\_\_\_\_\_

E-mail\_\_\_\_\_